



Debunking Myths about Dyslexia and Brain-based Teaching Methods: Implications for Systems Change Viewing Guide

Presenters:

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Intended Use

This viewing guide is intended to be used by educators when viewing the 2022 Literacy Academy keynote conversation. Districts and schools are encouraged to use this resource as part of a comprehensive professional learning plan. Comprehensive professional learning plans are data driven, sustained, intensive, collaborative, job embedded and instructionally focused.

Acknowledgements

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Reproducing the Viewing Guide

If you would like to make copies of any portion of this viewing guide, please credit the Ohio Department of Education.

Before Viewing: Discussion Questions

1. What have you read or learned regarding students who are at-risk for dyslexia and the type of instruction that they need? What questions do you have about students with dyslexia?
2. In your setting, what do you strive to do to serve students with dyslexia?
3. What screeners are you using or are familiar with in your setting?

During Viewing: Discussion Questions

Pause the recording at the times indicated below to discuss each question.

1. What is the importance of a preventive educational model regarding students with dyslexia? (9:10)
2. How does the phrase “data rich, but analysis poor” apply to your setting or situations that you have seen? (14:55)
3. What are the some of the myths or inaccurate beliefs about dyslexia? How can you address these myths or beliefs to create a strong foundational system in your setting? (20:38)

After Viewing: Discussion Questions

1. How do screeners inform your instruction? What new learning do you need about screeners and reading formative assessments?
2. How can you help parents understand classroom screeners and formative assessments?
3. How do you make new learning of effective literacy practices sustainable in your setting? What changes or enhancements need to occur in your setting to provide effective literacy instruction for all students, including students at risk of dyslexia?
4. Consider who provides literacy instruction in your setting. How do you help cultivate literacy leaders? How do you continue evolving in your practices?
5. How can you help involve the community in understanding the importance of early literacy?

Conversation Notes

- [It's a Myth that Young Children Cannot Be Screened for Dyslexia!](#) (Article)
- Student Achievement through Staff Development (3rd.ed.) by Joyce and Showers (Book)
- [Teaching Reading to African American Children: When Home and School Language Differ](#) (Article)
- [National Center for Improving Literacy](#) (Website)
- [National Center on Intensive Intervention](#) (Website)
- [National Center for Learning Disabilities](#) (Website)
- [International Dyslexia Association](#) (Website)
- [Neuhaus Education Center](#) (Website)
- [The Reading League](#) (Website)
- Transforming School Culture by Muhammad (Book)
- [Gaab Lab at the Harvard Graduate School of Education](#) (Website)